



A STUDY OF RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND SCHOOL ENVIRONMENT

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ABSTRACT

Now a days we find mainly two types of schools in society, the government schools with a few facilities on one side and the public schools with luxurious air-conditioned buildings, classrooms furnished with latest furniture and equipment and so on. Government too is striving hard to provide as many facilities to govt. schools as they can. In the series, on one hand government has introduced Arohi schools and Modal schools on the modal of public schools and on the other hand they have brought a new policy in the form of 134 A to get the poor children enrolled in public schools. In the light of all these things the investigator has the keen desire to know whether the academic achievement of students have any relation with the school environment. Hence the investigator selected the topic.

INTRODUCTION:

The school environment plays an important part in the development of a child. The research findings agree that the school environment which gives healthful satisfaction to the children who maintain a healthful relation with school has good effect on the development as a successful adult. Loree has stressed on environmental influences on learning. The course of learning is influenced by the environmental context within which ongoing learning occurs.

Some schools are with warm and pleasant atmosphere where students feel independent. But in some other schools it is hostile and prison like, where students and teachers are in strain at all times. There are schools with good building, playground, good library and laboratory facilities, and they provide many opportunities to the students to participate in activities according to their taste and thus they can develop their talents. On the other hand there are schools where some or all these facilities are denied to the students. Such a difference in the school atmosphere can have serious effects on students attitude towards school and their achievement.

The school environment, which include the classrooms, libraries, technical workshops, laboratories, teachers' quality, school management, teaching methods, peers etc are variables that affect students' academic achievement (Ajayi, 2001). Hence, the school environment remains an important area that should be studied and well managed to enhance students' academic performance.

The issue of poor academic performance of students has been of much concern to the government, parents, teachers and even to students themselves. The quality of education not only depends on the teachers as reflected in the performance of their duties, but also in the effective coordination of the school environment (Ajao 2001)

School Environment:

"The school environment is made up of people (students, faculty members, administrators, maintenance personals etc.) building, grounds, equipment and a psychological and social climate." In other words the school environment includes the physical environment of the school, its management, teaching staff, curriculum and teaching methods, relationship between teachers and students and discipline of the school.

According to Mick Zais (2011), School Environment means the extent to which school settings promote student safety and student health, which may include topics such as the physical plant, the academic environment available, physical and mental health supports services, and fairness and adequacy of disciplinary procedures, as supported by relevant research and an assessment of validity

Academic Achievement:

A measure of knowledge gained in formal education usually indicated by test scores, grade, grade points, average and degrees. Here, the achievement level of the student will be judged by the marks that the students have scored in the quarterly examinations.

School: A school is an institution designed for the teaching of students (or "pupils") under the direction of teachers

OBJECTIVES OF THE STUDY:

The present study will be carried out with following objectives:

1. To study the school environment of the students of govt. schools.

2. To study the school environment of the students of public schools.
3. To study the academic achievement of the students of Govt. schools.
4. To study the academic achievement of the students of Public schools.
5. To study the relationship between School Environment and Academic Achievement of the student of govt. schools and public schools.

HYPOTHESES:

1. There is no significant difference between the School Environment of govt. and public schools.
2. There is no significant difference between Academic Achievement of govt. and public schools.
3. There is no significant relationship between the School Environment and Academic Achievement of students of govt. & public schools.

TOOLS:

K.S Mistra's School Environment Inventory for high school students was used for the collection of data.

For academic achievement the investigator collected the quarterly marks of the students from their class teachers.

The investigator has adopted survey method for this study.

DELIMITATION OF THE STUDY:

Taking into consideration the time and resources available with the investigator, the study will be limited to the following aspects:

Area: Govt. and Public schools of Sonipat city.

Grade: Boys and girls of IX standard.

Sample: One hundred students.

STATISTICAL TECHNIQUE:

To analyze the data the following statistical techniques have been used in the study:

Calculation of Mean & Standard Deviation. –

Calculation of 't' –value

Testing the significance of 't' –value.

Co-relation

Table 1.1: Analysis of Academic Achievement of student of Govt. Sr. Sec. School Model Town & Govt. Girls Sr. Sec. School, Sonipat

Sample	Mean	S.D.	T	Significant/ Not Significant
Govt. Sr. Sec School Model Town Sonipat	56	10.01	1.24	Not Significant
Govt. Girls Sr. Sec. School, Sonipat	52	12.57		

Table 1.1 reveals that the t value is 1.24 which is not significant even at 0.05

(2.01) and 0.01 (1.68) level of significance, hence the null hypothesis is accepted. This difference may be due to chance factor or sampling error. It may be interpreted that there is no significant difference between Academic Achievement of boys and girls of Govt. schools.

Table 1.2: Analysis of Academic Achievement of Student of South Point School and Little Angel School

Sample	Mean	S.D.	T	Significant/ Not Significant
South Point School	76	10.62	0.347	Not Significance at 0.05 and 0.01 level of significance
Little Angels School	77	9.72		

Table 1.2 reveals that t- value which is not significant even at 0.05 (2.01) and 0.01 (1.68) level of significance, hence the null hypothesis is accepted. This difference may be due to chance factor or sampling error. It may be interpreted that there is no significant difference between Academic Achievement of student of GVM School & Little Angel School.

Table 1.3: Comparison of Academic Achievement of Public and Govt. Schools

Sample	Mean	S.D.	T	Significant/ Not Significant
Public	54	11.49	10.47	Significance at 0.05 and 0.01 level of significance
Govt.	76.5	10.17		

Table 1.3 reveals that the t- value is 10.47 which is significant even at 0.05 (1.98) and 0.01 (2.63) level of significance; hence the null hypothesis is rejected. This difference may be due to chance factor or sampling error. It may be interpreted that there is significant difference between Academic Achievement of Student of Govt. School & Public school.

Table 1.4: Comparison of School Environment in Terms of Mean Scores calculated for Each Aspect

S. No	Dimensions of School Environment	Govt. School Model Town SNP	Govt. School Murthal Adda	Little Angel School	South Point Public Snp
1	Creative stimulus	47.08	49.04	70.12	64.48
2	Cognitive Encouragement	25.76	26.48	34.68	33.48
3	Permissiveness	22.52	25.72	31.96	29.92
4	Acceptance	20.36	20.12	26.8	26.92
5	Rejection	15.8	19	11.96	12.64
6	Control	30.16	30.72	23.44	25.4
7	Physical Environment	37	40	65	67
8	Co- curricular Activities	62	67	62	58
9	Para curricular Activities	40	42	62	60
	Total	268.32	320.08	387.96	377.84

Thus the Raw scores calculated for the different aspects of school environment are presented in the above table. From this table it is clear that the general school environment is better in Little Angel School and South Point School than the Govt. Sr. Sec. School Model Town and Govt. Girls Sr. Sec. School Sonipat. However, the scores of co- curricular activities in Govt. school are more than that of public school.

The table shows that the para curricular activities are more in public schools than the government school.

The creative stimulus, cognitive encouragement, acceptance, permissiveness is more in little angels school and South point school. However, rejection and control is more in Govt. schools.

Table 1.5: Correlation of School Environment and Academic Achievement of Public and Govt. School Students

Component	Value of 'r'	Level of Significance
Academic Achievement and School Environment	0.38	Significant

Table 1.5 reveals that r-value is 0.38 which is significant. Hence the null hypothesis is rejected. It may be interpreted that there is significant relation between school environment and academic achievement of public and Govt. school students.

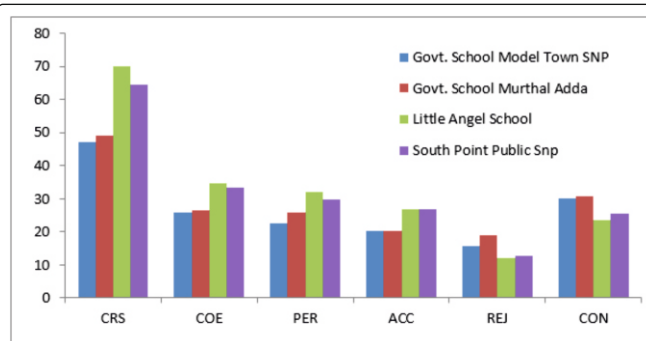


Fig 1: The Relative position of aspects of psycho-social climate of different school

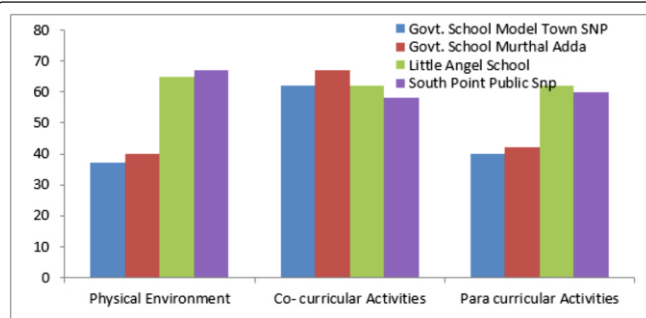


Fig 2: Relative position of some aspects of school environment in different schools

FINDINGS:

The following are the findings of the study:

1. Different aspects of the School environment varied from school to school. School environment of public schools is better than that of Govt. schools.
2. Academic achievement too is different in all the schools. Academic Achievement of Public Schools is more than that of Govt. schools.
3. South point public school and little Angel Public School show a better school environment in general and their Academic Achievement is better.
4. Govt. Sr. Sec. School model town and Govt. Girls Sr. Sec. School Sonipat show poor school Environment and poor Academic Achievement.
5. There is difference in the academic achievement of the students of govt. boy's school and govt. Girl's school but the difference is not significant.
6. There is not much difference between the academic achievement of South point Public School and Little Angel Public School.

CONCLUSION:

1. The variation in school environment has an effect on academic achievement of children.
2. The Psycho Social Climate is more important than the other aspects of school environment. But the physical environment and para-curricular activities also have an effect on academic achievement of children
3. Rejection and control lower the academic achievement of children.
4. The school with better environment in general has better academic achievement.

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